

UBD Title or Topic

Subject/Course: Intro to Human Services

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Grade (s): 9 -12 Designer (s) Birgen

Stage 1: Desired Results

Core Standard(s):

Indicator #1: Explore careers in Human Services.

IHS 1.1 Examine Human Services Cluster and Pathways to explore career options.

Understandings: Students will understand that....

Human services careers include a broad range of programs involving planning, managing and providing services for individuals and families.

Essential Question(s):

What defines careers in the Human Services Cluster?

What requirement and technical skills are needed for a career in Human Services?

What contributes to the effectiveness of Human Service professionals?

How do individuals assess their compatibility for a career in Human Services?

Students will know....

What a human service career is

Requirements and skills needed

Characteristics of a Human Service professional

Student will be able to

Define Human Services

Identify careers in the Human Service cluster

Describe the characteristics of effective human services professionals

Research requirements and skills needed for career in Human Service

Asses their compatibility for a career in Human Services.

Stage 2: Assessment Evidence

What evidence will show that students understand?

 Performance Task

 x

 Project

 Quizzes

 Tests

 x

 Informal Observations

 x

 Discussions

 Interviews

 x

 Self-Assessment

 Other

Stage 3: Learning Plan

Motivation – Introduce and Explain

How will you help students know *where* they are headed and why? How will you *hook* students through engaging and thought-provoking experiences that point toward big ideas, essential questions, and performance tasks?

1. Student work individually to define the terms ‘human’ and ‘services’.
 - ➔ Working with a team or group, describe how the two terms fit together.
 - ➔ Groups determine a ‘final definition’ for the term ‘Human Services’ and write it on poster board. Present to class.
 - ➔ Post definitions in room.

Model (Teacher presentation):

What instruction is needed to *equip* students for final performance?

5. Panel presentation of Human Services professionals.
7. Introduce FCCLA Career Investigation STAR Event for Human Services
http://www.fcclainc.org/assets/files/pdf/programs/star/STAR_Events_2009.pdf

Guided and Independent Practice (Student Engagement):

What events can students *experience* to make the ideas and issues real? What learning activities will help student to *explore* the big ideas and essential questions?

2. Brainstorm jobs or careers in the Human Services Cluster.
Classify these jobs and careers into the Career Pathway.
- 3.a. Identify Human Services jobs and careers represented in their own community. Select individuals for a panel of Human Service professionals to share requirements and skills needed for a successful career in Human Services.
Within pathway groups, each group organizes the panel for panel discussion on their assigned Day. (This suggests students contact the people for the panel.)
- 3b. Discussion on professional protocol. (i.e. how to address them, contact them, questions to Answer, introductions, etc.)
8. Begin FCCLA Career Investigation STAR Event for Human Services. (The Star Event is an activity that will continue thru the year.)
9. Mobile Career Fair - Field trips to offices of local community Human Services professionals Will be ongoing throughout the course.)
11. Establish an epal with a Human Services professional.

Reflection/Assessment:

How will you cause students to *reflect* and *rethink* to dig deeper into core ideas? How will you guide students in *rehearsing*, *revising*, and *refining* their work based on feedback and self-assessment? How students *exhibit* their understanding about their final performances and products? How will you guide in *self-evaluation* to identify the strengths and weaknesses in their work and set future goals?

- 6. Reflection on panel presentation.
- 10. Reflection on Mobile Career Fair
- 12. elog or blog of communication with epal
- 13. STAR event rubric for career investigation – this project is ongoing through out the quarter or Semester.

Suggested order:

- 1. Student work individually to define the terms ‘human’ and ‘services’.
- 2. Brainstorm jobs or careers in the Human Services Cluster
- 3a. Identify Human Services jobs and careers represented in their own community
- 3b. Discussion on professional protocol.
- 4. Student participation check sheet for class discussion
- 5. Panel presentation of Human Services professionals.
- 6. Reflection on panel presentation.
- 7. Introduce FCCLA Career Investigation STAR Event for Human Services
- 8. Begin FCCLA Career Investigation STAR Event for Human Services
- 9. Mobile Career Fair
- 10. Reflection on Mobile Career Fair
- 11. Establish an epal with a Human Services professional
- 12. elog or blog of communication with epal
- 13. STAR event rubric for career investigation